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Biog. - Mann

Selective and Critical Bibliography  
of Horace Mann



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With the Compliments of

James G. Reardon,  
Commissioner of Education,  
The Commonwealth of Massachusetts



Selective and Critical Bibliography  
of Horace Mann









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1837-HORACE MANN CENTENNIAL-1937

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*Selective and Critical Bibliography  
of Horace Mann*

COMPILED BY WORKERS OF THE FEDERAL WRITERS' PROJECT  
OF THE WORKS PROGRESS ADMINISTRATION  
IN THE STATE OF MASSACHUSETTS



ISSUED BY  
COMMISSIONER OF EDUCATION JAMES G. REARDON  
IN COOPERATION WITH  
THE BOSTON SCHOOL DEPARTMENT



DESIGNED AND PRINTED BY THE  
ROXBURY MEMORIAL HIGH SCHOOL (BOYS) PRINTING DEPARTMENT  
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## Foreword

Second only to Horace Mann's interest in schools was his belief in the educational and cultural value of libraries. References to libraries and the value of books run all through his reports. In his first year as Secretary of the Board he was instrumental in securing legislation allowing towns to form "school district libraries" and set in motion the publication of "The School Library," a set of books designed for recreational as well as educational reading. As a special contribution to the Horace Mann centennial observances I am especially pleased to have included this Bibliography.



*Commissioner of Education.*

In cooperation with Commissioner of Education James G. Reardon and carrying out a program started by my predecessor in office, the late Patrick T. Campbell, I am pleased to be instrumental in having the School Department of Boston through the Printing Department of the Roxbury Memorial High School for Boys make this Bibliography its particular contribution to the Horace Mann Centennial.



*Superintendent of Schools, Boston, Mass.*



# Committee on Preparation of Horace Mann Centennial Pamphlet

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## Preface

In connection with this Bibliography of Horace Mann which has been compiled under the direction of Dr. Bert J. Loewenberg, Assistant State Director, Federal Writers' Project, Works Progress Administration, and brought out in cooperation with the Boston School Department, it is interesting to note the constant reference in Horace Mann's writings to the value of libraries, and particularly district school libraries.

In a general way educators know what Horace Mann did for the cause of education and to establish the public school system. It is not generally known that second only to his interest in the schools was his belief in the educational and cultural value of libraries. In an early report, Horace Mann exclaims, "Had I the power, I would scatter libraries over the whole land as the sower sows his wheat field!" Again he writes: "Every book, which a child reads with intelligence, is like a cast of the weaver's shuttle, adding another thread to the indestructible web of existence."

Almost the first achievement of Horace Mann after his appointment was to get an Act through the Legislature (April 1837) authorizing the establishment in any town of "School District Libraries." He also set in motion the writing and publication of a set of books on all sorts of cultural subjects, designed for school pupils and teachers, called "The School Library." Many of these little old black-covered volumes are still tucked away in some of the public libraries. They are worthy of notice in connection with the Centennial and are of a certain amount of historical value because illustrative of one of the first attempts to get away from the textbook and toward the readable type of school books.

These "Libraries" were advertised "to embrace" two series of 50 volumes each: a Juvenile Series, for children up to ten or twelve years old, and an older series for young people, teachers, and parents. They were designed "to furnish youth with suitable works for perusal during their leisure hours; works that will interest, as well as instruct them, and of such a character that they will turn to them with pleasure, when it is desirable to unbend from the studies of the school room."

The first ten volumes printed bore these titles: *Life of Columbus*, by Washington Irving (new ed.); Paley's *Natural*

## *Bibliography of Horace Mann*

*Theology*, in 2 vols.; *Lives of Eminent Individuals, celebrated in American History*, 3 vols.; *The Sacred Philosophy of the Seasons, illustrating The Perfections of God in the Phenomena of the Year*, by Henry Duncan, D.D., 4 vols. Other titles included *Physiology*, *Chemistry*, *Astronomy*, *Natural Philosophy*, *The Useful Arts*, *Biographies of Distinguished Females*, and stories by Catherine Sedgwick, Jane Taylor, Maria Edgeworth and Sarah Josepha Hale. The larger books sold for 75 cents each, the juveniles for 40 cents.

As for the "District School Libraries," in 1845 Mr. Mann reports that there were still twenty-three towns not taking advantage of the Act to authorize these. It is of interest to note that in 1899, eighteen public libraries in Massachusetts noted that these early "District School Libraries" had merged into the town libraries.

In season and out of season, in almost every report, Mr. Mann urged the need of books and libraries upon the towns. In his 1838 report he writes: "To what avail are our youth taught to read, if no facilities exist for obtaining books? The keys of knowledge are useless to him who has no access to the volumes to be unlocked."

In light of this interest in libraries on the part of Horace Mann it has appeared to be particularly fitting to bring out this Bibliography and to make it available to Public Libraries and School Libraries.

R. O. S.

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Part I — Bibliography  
Primary Sources



# Massachusetts Board of Education

REPORTS 1838-1849

VOLUME I (1838-1842) contains the *Annual Reports* Numbers 1 to 5.

The first five volumes of Mann's *Annual Reports* have been called "the most important five books on education that have been published." In his reports, appearing during a critical period in American education, Mann not only set forth ideal principles of education, but made concrete proposals as to how these principles could be realized in the United States.

The *First Annual Report* deals with schoolhouses, their heating and ventilation, size, location, yards and playgrounds. There is also a plan of a recommended schoolroom.

The *Second Annual Report* contains recommendations for reading matter conceived as a vehicle for thought. It also treats in considerable detail of composition methods and practice.

The *Third Annual Report* discusses the advisability of establishing additional facilities for instruction in manufacturing centers where children are employed. As a corollary the development of more libraries is suggested, so that instruction lost by labor may be supplemented by individual reading.

The *Fourth Annual Report* is concerned with the status of district schools and the principles upon which they had been supported in Massachusetts since 1647. Much attention is devoted to the inefficiency and unproductiveness of expenditures for public instruction, and the qualifications for teachers (female teachers recommended). This report is notable for Mann's analysis of the number and combination of factors necessary to produce a good school. Mann also recommends a system of grading and classifying pupils.

## *Bibliography of Horace Mann*

The *Fifth Annual Report* analyzes the improvement in public opinion with reference to the school districts, the advances made in housing, and increased appropriations by the towns.

VOLUME II (1843-1847) contains the *Annual Reports* Numbers 6 to 10.

The *Sixth Annual Report* analyzes further the conditions of the district schools and recommends vacations, higher compensation for teachers, better qualified teachers and an increase in district school libraries. The importance of this report is due to Mann's elaboration of reasons for the inclusion of physiology in the curriculum. It should be noted that this report coincides with Mann's interest in George Combe.

The *Seventh Annual Report* is the most famous and stimulated much comment and criticism. It contains the results of his study of European school systems. It gives a detailed and critical analysis of the Prussian, French, Dutch, British (Scotch and English) teaching methods. Mann here compares specifically the methods of teaching language, morals, and the discipline maintained in foreign school systems with conditions then prevailing in the United States.

The *Eighth Annual Report* is devoted to teachers' institutes and the legal right of towns to raise money for schools. In this report Mann mentions the advisability of introducing vocal music into the curriculum.

In the *Ninth Annual Report* Mann discusses "our duties for the future." He urges especially that the arbitrary power of teachers be curtailed, and that the inductive method of study be substituted for an appeal to memory.

The *Tenth Annual Report* again discusses teachers' institutes and the possibility of improving conditions in the district schools. This report is significant because it emphasizes in no uncertain terms the necessity of excluding from the lists of prescribed reading any religious books of a sectarian nature.



## *Bibliography of Horace Mann*

VOLUME III (1848-1852) contains the *Annual Reports* Numbers 11 to 15, Mann's last report being the *Twelfth*.

The *Eleventh Annual Report* concerns itself with moral factors and analyzes the contribution that the school can make toward the elimination of crime and other social vices.

The *Twelfth Annual Report* is of much the same nature. It is an attempt to place the school system in its proper social relation to conditions in Massachusetts.

## Bibliography of References to Libraries Horace Mann's Reports

### SCHOOL-DISTRICT LIBRARIES:

1st Report, for 1837: pp. 12-14.

2nd Report, 1838, pp. 19-21.

3rd Report, 1839, pp. 24-32. (Also pp. 98 on.)

6th Report, 1842, pp. 7-12 and 46-50.

8th Report, 1844, pp. 65-66.

9th Report, 1845, p. 22 (23 towns *not* taking advantage).

### ON READING:

2nd Report, 1838, pp. 39-42.

(Whole paragraph good.) Pp. 55 on, really the whole report, is a dissertation on teaching reading.

3rd Report, 1839, p. 47.

### TOWN (SOCIAL) LIBRARIES:

2nd Report, p. 19.

3rd Report, pp. 48-74; 82-100. (Practically the whole report is on the value of libraries. Recommended for librarians' reading.)

4th Report, p. 79 (over 100 towns with no sort of library).

## Horace Mann's Educational Work while Secretary of the Board

### *Lecture on Education*

Boston, 1840.

Prepared in 1837 while Mann was Secretary of the Massachusetts Board of Education.

"Education, more than anything else, demands not only a scientific acquaintance with mental laws, but the nicest art in the detail and application of means for its successful prosecution."

### *Lecture on The Best Mode of Preparing and Using Spelling Books, delivered before the American Institute of Instruction, August 1841*

Boston, 1841.

The spelling book should be prepared "with reference to the ease, pleasure, and progress of the little learner, fitted to arouse his curiosity, and adapted to those faculties of his mind which are then most active."

### *Lectures in Education*

Boston, 1845.

The following lectures are contained in this volume:

- (1) Means and Object of Common School Education.
- (2) Special Preparation, a Prerequisite to Teaching.
- (3) The Necessity of Education in a Republican Government.
- (4) What God Does, and What He Leaves for Man to Do, in the work of Education.
- (5) An Historical View of Education; Showing Its Dignity and Its Degradation.
- (6) On Historical School Libraries.
- (7) On School Punishments.

### *The Ground of the Free School System*

From *Tenth Annual Report* (1846)

Boston, 1902.

## *Bibliography of Horace Mann*

*Old South Leaflets, General Series*, No. 109.

"If the mind is as real and substantive and a part of human existence as the body, then mental attributes, during periods of infancy and childhood, demand provision at least as imperatively as bodily appetite."

### *Report of an Educational Tour in Germany, and Parts of Great Britain and Ireland*

London, 1846.

With preface and notes by W. B. Hodgson.

This is part of the *Seventh Annual Report* (1844) and describes certain virtues and deficiencies in the schools of these countries.

### *Education and Prosperity*

Boston, 190-?

From *Twelfth Annual Report*, 1848.

*Old South Leaflets, General Series*, No. 144.

"Poverty is a public as well as a private evil."

Expresses the belief that universal education can counteract the great power of capital over labor; inveighs against child labor.

### *The Judgment of Horace Mann on European Institutions*

Warrington, Ohio, n. d.

*Oberlin Tracts*, No. 14.

(From his report of the state of education in Europe.)

As a result of the absence of universal education in Europe, man is denied the opportunity for development to the point intended by nature.

### *The Study of Physiology in Schools*

New York, 1869.

The importance of physiology because of its relation to the health of school children.

## Horace Mann and the School Controversy

*The Common School Controversy; Consisting of Three Letters of the Secretary of the Board of Education, in Reply to Charges Preferred Against the Board by the Editor of the Christian Witness and Edward A. Newton*

Boston, 1844.

A refutation by Mann of the contention that in teaching morality as separate from religion no true religious sentiments could be inculcated. Mann asserts that the study of the Bible and not the study of specific texts is more conducive to the development of true religion.

*Reply to the "Remarks" of Thirty-One Boston Schoolmasters on the Seventh Annual Report of the Secretary of the Massachusetts Board of Education*

Boston, 1844.

In answering these charges, Mann insists that his criticism of discipline and teaching methods is justifiable, particularly when American methods are compared with European systems.

*Answer to the "Rejoinder" of Twenty-Nine Boston Schoolmasters, Part of the "Thirty-One" Who Published Remarks on the Seventh Annual Report of the Secretary of the Massachusetts Board of Education*

Boston, 1845.

A spirited plea for the abolition of corporal punishment.

## *Bibliography of Horace Mann*

*Letter to the Rev. Matthew Hale Smith, In Answer to His "Reply" or Supplement*

Boston, 1847.

Mann tries to explain, apparently without success, that he does not wish to eliminate the Bible from the public schools, as the Rev. Smith intimated, but only the teaching of specific theological tenets.

## Horace Mann as Congressman

*Speech on the Right of Congress to Legislate for the Territories and its Duty to Exclude Slavery Therefrom; to which is added a Letter from Martin Van Buren and Joshua Leavitt*

Boston, 1848.

Also in *Slavery: Letters and Speeches*, Boston, 1851.

Asserts Congress has right, implied in the Constitution, to acquire territory and hence to govern what was acquired. Slave labor, aside from its moral iniquity, makes white labor "disreputable," for the proof of which Mann points to the poor social conditions in slave states.

*Speech in the House, Feb. 23, 1849, on Slavery in the U. S. and the Slave Trade in the District of Columbia*

Boston, 1849.

Also in *Slavery: Letters and Speeches*, Boston, 1851.

Opposes bill proposing abolition, not of slavery, but of the slave trade, in the District of Columbia; "slavery ought not to exist in fact and does not exist in law" in this district; stresses the moral as well as the economic harm of slavery.

*Letter to His Constituents*

Boston, 1850.

Also in *Slavery: Letters and Speeches*, Boston, 1851.

Pledges to maintain his anti-slavery policies in Congress and also discusses the Fugitive Slave Law as harmful and contrary to his convictions.

*Letters on the Extension of Slavery into California and New Mexico; and on the Duty of Congress to Provide the Trial by Jury for Alleged Fugitive Slaves*

West Newton, 1850.

Also in *Slavery: Letters and Speeches*, Boston, 1851.

Opposes extension of slavery on moral and economic grounds; also the view that the Constitution denies the

## *Bibliography of Horace Mann*

Negro a non-citizen-right of trial by jury. Condemnation of Clay's compromise and in particular of Webster's resolution for admission of Texas as slave or non-slave state.

### *Speech on the Fugitive Slave Law, delivered at Lancaster, May 19, 1851*

Boston, 1851.

Also in *Slavery: Letters and Speeches*, Boston, 1851.

Believes law "contrary to the law of God" as well as contrary to the Constitution.

### *Slavery: Letters and Speeches*

Boston, 1851.

Contains speeches and letters delivered or written during Mann's Congressional term (see above); letter written in answer to Webster's attack on Mann's legal knowledge of the technicalities of the Fugitive Slave Law.

### *Speech on the Institution of Slavery in the House of Representatives, Aug. 17, 1852*

Washington, 1852.

Slavery unnatural in a republic; really economically retrogressive. This, Mann contends, explains the backwardness of the South, originally more favored by nature than the North.



# Horace Mann's Works Written During His Career at Antioch College

## *Antioch College Dedication*

"Dedicatory and Inaugural Address"

Yellow Springs, Ohio, 1854.

The importance of good health to the student and mankind in general; "Teach men how to obey the laws of God in their physical frames."

## *Demand of the Age on Colleges*

(Speech at Cincinnati, before the Christian Convention, October 5, 1854.)

New York, 1857.

Also in *Lectures on Various Subjects*, New York, 1859.

The need for reconciliation between science and religion.

## *Baccalaureate Delivered at Antioch College, 1857*

New York, 1857.

Also in *Lectures on Various Subjects*, New York, 1859.

Colleges should demand good moral character as well as mental achievements from student; no student of Antioch College was permitted to graduate who did not satisfy the demands of the highest morality.

## *Twelve Sermons: Delivered at Antioch College*

Boston, 1861.

A group of ethical religious essays: 1) God's Duty, the Foundation of Human Duty; 2) God's Character, the Law of Human Duty; 3) God's Law, the Principle of Spiritual Liberty; 4) Sin, the Transgression of the Law; 5) Testimony against Evil, a Duty; 6) The Prodigal Son; 7) The Prodigal Son; 8) Temptation; 9) Retribution; 10) Kingdom of Heaven; 11) Immortality; 12) Miracles.

## *Bibliography of Horace Mann*

*Report and Resolution on the "Code of Honor,"  
Falsely So-called: Also Report and Resolution on  
Intemperance, Profanity and the Use of Tobacco in  
Schools and Colleges*

Columbus, 1857.

A condemnation of the *esprit de corps* which prevented a student from reporting a misdemeanor committed by a fellow student.

## Miscellaneous Publications

*An Oration, Sept. 6, 1825, before the United Brothers' Society of Brown University*

Providence, 1825.

The virtue of abstinence and the vice of intemperance.

*Remarks upon the Comparative Profits of Grocers and Retailers, as Derived from Temperate and Intemperate Customers*

Boston, 1834.

Massachusetts Temperance Society *Tracts*, 1st. ser., No. 1.

The success of grocers depends upon the common sense of the buyer. Therefore, if less is spent on drink more can be expended on necessary commodities.

*An Oration before the Authorities of the City of Boston, July 4, 1842*

Boston, 1842.

The demands of a democratic government are greatest of all upon its electorate, which should be of high mental and particularly moral calibre.

*A Few Thoughts for a Young Man*

Boston, 1850.

A lecture delivered before the Boston Mercantile Library Association on its 29th anniversary, also in *Lectures on Various Subjects*, New York, 1859. "Great wealth is a misfortune, because it makes generosity impossible."

*Two Lectures on Intemperance*

Syracuse, 1852.

Also in *Lectures on Various Subjects*, New York, 1859.

Contents: The effects of intemperance on the poor and ignorant. The effects of intemperance on the rich and educated. For the poor "there results from intemperance a perpetual havoc and destruction of property already earned, and also

## *Bibliography of Horace Mann*

of the natural elements and economical practices from which property is created."

The rich, if intemperate, lose their higher duties to society.

### *A Few Thoughts on the Powers and Duties of Women*

Syracuse, 1853.

Also in *Lectures on Various Subjects*, New York, 1859.

Mann thinks woman natively finer and better than man; hence she should be educated to bring out her best. Her greatest usefulness lies in the home, in the education, moral and intellectual, of her children; politics is not her sphere.

### *Lectures on Various Subjects*

New York, 1859.

Contents: Thoughts for a young man. Poor and ignorant. Rich and educated. The powers and duties of woman. Demands of the age on colleges. Baccalaureate address.

### *Thoughts Selected from His Writings*

Boston, 1867.

Compiled by H. B. Fuller & Company.

## Newspapers and Periodicals

### *Boston Courier*

"Our Common Schools"

Vol. 20, June 4, 1844, No. 6211, p. 1.

Mann's view of the place of religion in the public schools.

### *Boston Daily Advertiser*

"Education in Massachusetts"

Vol. 73, February 6, 1849, No. 32, p. 2.

"Hon. Horace Mann"

Vol. 73, February 7, 1849, No. 33, p. 2.

"Schools of the State"

Vol. 73, February 13, 1849, No. 38, p. 2.

"Horace Mann on Slavery"

Vol. 74, July 29, 1849, No. 23, p. 2.

"Mann and Mr. Webster"

Vol. 75, May 8, 1850, No. 109, p. 2.

Editorial discussion of the conflicting views of Mann and Webster on the Wilmot Proviso.

### *Boston Daily Atlas*

"Horace Mann and the Thirty-One Schoolmasters"

Vol. 13, November 21, 1844, No. 124, p. 2.

Mann's controversy with Boston schoolmasters on methods of discipline and teaching.

"Mr. Mann and the Boston Teachers"

Vol. 13, December 7, 1844, No. 137, p. 2.

Mann's attack on the Boston schools; part of the same controversy.

"School Discipline"

Vol. 13, December 21, 1844, No. 149, p. 2.

Mann's ideas of discipline in the public schools; part of the same controversy.

## *Bibliography of Horace Mann*

"Mr. Mann and His Opponents"

Vol. 18, June 12, 1850, No. 292, p. 2.

The Mann-Webster controversy on the question of slavery extension, particularly the Fugitive Slave Law.

### *Boston Recorder*

"The School Controversy"

Vol. 30, June 26, 1845, No. 26, p. 102.

Discussion provoked by Mann's *Seventh Annual Report*.

"The Massachusetts Board of Education and the *Boston Recorder*"

Vol. 33, February 18, 1848, No. 7, p. 26.

Editorial on Mann's career as Secretary of the Board of Education.

### *Christian Examiner*

"Horace Mann on Massachusetts Schools"

Vol. 34, July, 1843, p. 336.

Review of Horace Mann's *Sixth Annual Report*.

"Horace Mann and the Boston School Teachers"

Vol. 38, March, 1845, p. 229.

Conflict with the Boston schoolmasters on matters of discipline.

"Horace Mann's Fourth of July Address Before the Authorities of the City of Boston, 1842"

Vol. 33, November, 1842, p. 258.

A eulogy of Mann's address including the substance of it.

### *Christian Witness*

"The Bible in the Common Schools"

Vol. 2, February 28, 1845, No. 2, p. 6.

Mann's substitution of the Bible in the public schools for various sectarian works.

### *The Liberator*

"Horace Mann"

Vol. 18, February 11, 1848, No. 6, p. 22.

An article attacking Mann because of his alleged indifference to Negro education.

## *Bibliography of Horace Mann*

"Successor of John Quincy Adams"

Vol. 18, April 7, 1848, No. 14, p. 54.

Mann's nomination to Congress.

"Criticism of Horace Mann at Annual Meeting of Massachusetts Anti-Slavery Society, January 27, 1853"

Vol. 23, February 18, 1853, No. 1152, No. 7, p. 26.

Mann's slavery speech condemned by Wendell Phillips on the ground that it was non-committal.

"The Slaveholding guarantees of the U. S. Constitution"

Vol. 23, March 4, 1853, No. 1154, No. 9, p. 34.

Criticism of Mann's stand on slavery by Wendell Phillips in form of a letter to Mann in answer to one of Mann's, also printed.

Editorial notice: "Horace Mann and Wendell Phillips," p. 34.

"Horace Mann and Wendell Phillips"

Vol. 23, March 25, 1853, No. 1157, No. 12, p. 46.

Editorial analysis of Phillips' quarrel with Mann's attitude on slavery, sympathetic to Phillips.

### *Living Age*

"Horace Mann's Educational Tour"

Vol. 10, July 18, 1846, p. 105.

Favorable analysis of Mann's *Seventh Annual Report*.

### *Monthly Religious Magazine*

"Horace Mann"

Vol. 22, September, 1859, p. 201.

Eulogistic review of Mann's life and educational achievements in the year of his death.

### *National Era*

"The Election in Massachusetts"

Vol. 4, November 21, 1850, p. 186.

Discussion by John Greenleaf Whittier of Mann's re-election to Congress on an independent ticket in 1850.

"A Mann that is a Man"

Vol. 3, May 10, 1849, p. 76.

Eulogy of Mann.

## *Bibliography of Horace Mann*

"Mr. Mann and Mr. Webster—A Hard Hit"

Vol. 4, June 20, 1850, p. 100.

Mann-Webster disagreement on the great slavery compromise.

### *North American Review*

"The Massachusetts Board of Education"

Vol. 60, January, 1845, pp. 224-246.

A critical analysis of Mann's annual reports and his achievements in the schools of Massachusetts.



## Literature and Sketches of Horace Mann's Life

Association of Masters of the Public Schools,  
Boston

*Rejoinder to the "Reply" of Horace Mann to the  
"Remarks" of the Association upon his SEVENTH  
ANNUAL REPORT*

Boston, 1845. 4 parts in one vol.

A defense by certain Boston schoolmasters of the *status quo*  
in the public schools of Massachusetts, sharply critical of  
Mann, especially his ideas of discipline.

Barnard, Henry

*Biographical Sketch of Horace Mann*

Hartford, 1858.

Reprinted from *American Journal of Education*, Vol. 5, De-  
cember, 1858, pp. 611-656.

Short sketch of Mann's life and analysis of annual reports.  
Also contains remarks of Mann at the dedication of the  
State Normal School at Bridgewater, August 19, 1846.

Bristed, Charles Astor

*A Letter to the Honorable Horace Mann*

New York, 1850.

A defense against Mann's assertion that capitalists like John  
Jacob Astor were a menace to democracy by the grandson  
of the latter who asserted that Astor's donations to the nation  
were not to be despised.

Bungay, George W.

*Crayon Sketches and Off Hand Takings of Disting-  
guished American Statesmen, Orators, Divines,  
Essayists, Editors, Poets and Philanthropists*

Boston, 1852 (pp. 20-24 on Mann).

A short general sketch.

## *Bibliography of Horace Mann*

Emerson, George Barrell

*Observations on a Pamphlet Entitled "Remarks on the SEVENTH ANNUAL REPORT" of the Honorable Horace Mann*

Boston, 1844 (pamphlet).

A defense of Mann's educational ideas, specifically of his criticism of the American public school.

Howe, Mark Anthony

*Review of the Reports of the Annual Visiting Committees of the Public Schools of the City of Boston, 1845*

Boston, 1846.

A defense of the teaching principles then in vogue and a repudiation of Mann's educational innovations.

Livingston, John

*Portraits of Eminent Americans Now Living: with Biographical and Historical Memoirs of Their Lives and Actions*

New York, 1845, 4 vols.

"Horace Mann," vol. 4, pp. 178-223.

Sketch of Mann's life and accomplishments.

Peet, Harvey Prindle

*Review of Mr. Mann's Report*

New York, 1844.

Reprinted from the *North American Review*, Vol. 49, 1844, pp. 329-352.

Critical analysis of and deviations from Mann's ideas for the education of the deaf and dumb as expressed in his *Seventh Annual Report*.

Smith, Matthew Hale

*The Bible, The Rod, and Religion in Common Schools*

Boston, 1847 (pamphlet).

Contents: *The Ark of God on a New Cart, A Sermon*, by Rev. M. Hale Smith; *A Review of the Sermon*, by Wm. B.

## *Bibliography of Horace Mann*

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Vol. V, Educational Writings.

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*Horace Mann and the Common School Revival in the United States*

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New York, 1899.

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New York, 1925.

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Washington, D.C., 1932.

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*Evolution of the Massachusetts Public School System — A Historical Sketch*

New York, 1915.

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Messenger, Franklin J.

*An Interpretive History of Education*

New York, 1931.

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*American Idealism*

New Haven, 1928, vol. 10.

Horace Mann, pp. 179-180.

Winship, Albert E.

*Great American Educators*

"Horace Mann, America's greatest educational leader."

New York, Chicago, 1900.

Written primarily for children of upper elementary grades.



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*Horace Mann: Educational Statesman*  
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Includes study outline of his life, quotations from his writings and speeches, list of biographies and other student references. Caproni Galleries, Inc., 1914-1920 Washington St., Boston.

### PERIODICALS

#### *American Childhood*

"Who Was Who"

Vol. 18, October, 1932, p. 16.

#### *Proceedings of the National Education Association*

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#### *The Common School Journal*

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Vol. 16, January, 1937, pp. 5-18.

Series of articles on Horace Mann.

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Vol. 28, October 26, 1936, p. 42.

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*The Litchfield Law School, 1775-1833*

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## 1937 COMMENCEMENT PACKET

The National Education Association,  
1201 Sixteenth Street Northwest,  
Washington, D. C.

### CONTENTS

Printed Manual (64 pages) containing:

Suggestions for planning programs

Summaries of 1936 graduation programs

The Greatest Discovery—Horace Mann play

Horace Mann pageant

Suggestions for programs on safety education

The Power of Youth—a poem

Topics for student addresses on Horace Mann

Studying Horace Mann's Life

List of Horace Mann plays, portraits, statues and other memorials

Horace Mann Poster

Other materials

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### STUDIOS

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Boston, Massachusetts.

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221 Columbus Avenue,  
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120 Mountain Avenue,  
Malden, Massachusetts.

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Salem, Massachusetts.



## Part II — Biographical Notes



## An Outline of the Life of Horace Mann

- 1796 Born May 4, at Franklin, Mass. One of five children of Thomas and Rebecca (Stanley) Mann. Lineal descendant of William Mann, early settler of Cambridge, Mass. Son of poor parents. Frail constitution but highly idealistic character. Hard work on farm. Braided straw on wintry nights.
- 1809 Early death of father magnified influence of mother. Vigorous and reactionary influence of Calvinist pastor, Rev. Nathaniel Emmons. Completely overcome after death of brother.  
Poor schooling and equally poor town library.
- 1816 Contact with eccentric but brilliant itinerant teacher, Samuel (?) Barrett.  
Intensive preparation to enter Brown University.  
Successful educational pursuit entering after six months into the sophomore class. Hard work to support self. Duty to family: tutoring.  
Increased social consciousness and effect of Dr. Messer's family.  
Interest in daughter, Charlotte Messer, his future wife.
- 1819 Graduation with high honors from the University with commencement address revealing promise of Mann's faith in education as prime tool in the "accelerating improbability of the race."  
Entered law office of Honorable J. J. Fiske, Wrentham, for few months.  
Eager acceptance of opportunity to tutor in Latin and Greek at Brown.
- 1821 Departure from Brown to study law at Litchfield, Conn., under Judge Gould.  
Acknowledgment as finest student with assured success upon graduation.
- 1823 Admitted to the Massachusetts bar; entered law office of James Richardson in Dedham, and continued successful practice of law for a period of fourteen years.

## *Bibliography of Horace Mann*

- 1824      Began an active interest in public affairs. Fourth of July oration at Dedham attracted attention of John Quincy Adams.
- 1826      Eulogy on Adams and Jefferson at Dedham.
- 1827      Beginning of interest in legislation for all phases of public welfare.
- 1830      Married to Charlotte Messer on September 12, 1830.
- (1827-33) House member.
- 1832      Death of wife August 1, 1832.
- 1833      Moved to Boston to continue a successful practice of law. Death of wife previous August a shock.
- 1833-37   Senate member.
- 1835-37   Senate President. Aided formulation of education bill with pioneer, James G. Carter. Contemporary interest in anti-alcoholic beverage usage; anti-lottery traffic; and especially the establishment of State Hospitals for the Insane.
- 1837      As President of Senate signed act creating State Board of Education. Accepted membership on Board of Education. Resigned to accept surprise election as Secretary of Board. Recognition of intense enthusiasm for educational reform as well as statesmanship. Acquisition of many friends who aided him—despite severe attitude on moralities and general prejudices. Interested in George Combe sufficiently to lean backwards in adoption of his phrenology philosophy. Two-fold campaign was arousal of public consciousness of need of education and the enactment of legislation to bring reforms into effect. Held public meetings and emphasized ideals by powerful speeches. Fiery orations kept issue alive and sustained admiration for the man and his cause. Interest in better training of teachers by a system of county conference institutes conducted by leading educators of Massachusetts and other states.

## *Bibliography of Horace Mann*

- 1839 Sold own law library to help erect building for first Normal School at Lexington—first of three. Active in collection of ample statistics. Took upon himself the tremendous task of collating all city and town school reports more thoroughly than the abstracts had heretofore been prepared.  
Under Mann's influence, a minimum school year of six months was established by an act passed in 1839.
- (1838 on) Establishment of a periodical, *The Common School Journal*, to influence the educational public in Massachusetts. An independent publication which proved highly successful in denoting the sad condition of the state's educational level; pointing out necessary reforms; recognizing eventual progress. Of no remunerative purpose.  
Publication of the twelve reports, prepared by Mann, as Secretary, of the condition of education in Massachusetts and elsewhere, including a discussion of the aims, purposes, and means of education.
- 1843 Trip to Europe for his health and for study of European educational systems after marriage to Mary Tyler Peabody on May 1, sister of wife of Nathaniel Hawthorne. Most fruitful of his reports—the seventh—dealt with his five months' observations of educational systems in England, Ireland, Scotland, Holland, Belgium, France, and especially Germany and Switzerland. His high commendation of German schools interpreted as critical of American institutions and a mandate for reform. The natural result was a bitter controversy from which Mann emerged even more triumphant than ever. The companion attack on Mann was the expression of the religious sectarian's against his possible establishment of "a godless system of schools." Mann's Unitarian opinion and encouragement of Bible reading without comment ran an acrimonious gauntlet.
- (1844)
- 1848 Skillful administration had brought prestige, hence his resignation of the Secretaryship to accept a seat in Congress, to which he was elected to fill the vacated place of John Quincy Adams.

## *Bibliography of Horace Mann*

- 1850      Deliberate sacrifice of a political career for public service.  
Definite break with Daniel Webster and Whigs on compromise issue, but re-elected to Congress on independent ticket.
- 1852      Defeated as Free-Soil candidate for governor of Massachusetts.  
Lack of sympathy with political life and intense interest in opportunity to try long thought of educational reforms, influenced acceptance of presidency of Antioch College in Ohio. Had effected no national aid to education while in Congress.
- 1853      Settlement with wife on muddy Little Miami River for courageous new work—this time in higher education.  
Personal aggressiveness still alienated faculty members and churchmen who resented his centralized authority. Yet despite this animus and financial obligations the ideals of Mann were realized in co-education, non-sectarianism, elective courses, anti-competitive spirit as useless emulation, character emphasis, inclusion of hygiene in curriculum, encouragement of student assumption of degree of responsibility for a government of self-discipline. Indeed a tribute to a liberal and far-sighted reformer who if he was not original at least proved a capable synthesizer.
- 1859      Died August 2, 1859 at Antioch College, Yellow Springs, Ohio, with a confident vision of accomplishment and progress to come.

## Short Biographical Sketch

One hundred years ago a State Board of Education, now the State Department of Education, was established in Massachusetts and Horace Mann was elected the first Secretary of the Board. The present office of Commissioner of Education is the direct outgrowth of this organization.

The year 1937 marks the centenary of Horace Mann's educational work in Massachusetts, and in the United States. From the date of his appointment in 1837 to the date of his death in 1859, his life was devoted to the interests of free public education.

In 1837 Massachusetts reflected quite fully the economic and social conditions common in most parts of the United States. The whole country was in the grip of a financial panic which lasted for four years. Mann entered his educational work the year the panic started. Most of the people concerned themselves more over economic circumstances than over educational conditions. Before they could be interested in educational changes they had to be convinced that change was needed. Before advantageous changes could be made, adequate financial support had to be secured.

Socially, public education in Massachusetts faced a difficult situation. Two classes of people composed the population of the State and each class presented difficulties. The wealthy did not aid the cause of free public education. The laboring class showed some interest but neither appreciated the advantages of it for their children, nor fulfilled their educational duty toward them. The wealthy looked down upon the public schools. The majority of them sent their children to academies and private schools. Many children of the laboring classes worked full time in the factories.

Immigration further complicated the situation and influenced this problem of public education in Massachusetts. Many of the immigrants had little or no education. It was necessary to make clear to this group that schools which they were called upon to help to support would be open to their children: that no child was to be excluded therefrom. Horace Mann clearly defined his ideas on this point in the statement: "The object of the common school system of Massachusetts is to give every child in the Commonwealth a free, straight, solid

## *Bibliography of Horace Mann*

path-way, by which he could walk directly up from the ignorance of an infant to a knowledge of the primary duties of a man."

The subject of religious instruction in the public schools caused a great deal of question. Some people advocated it; others denounced it. Mann faced this difficulty by rigidly supporting the law of 1826 which states that no public school books should be used in any of the public schools "calculated to favor any religious sect or tenet."

In 1837 Massachusetts had already been recognized throughout the United States as one of the leading educational centers. As early as 1642, this State had passed a law directing that all children be taught to read and write . . . "and that they be trained in learning and labor and other employments profitable to the Commonwealth." Five years later (1647) a law was passed which served as a model for legislation in other states. In 1827 legal requirement for establishment of high schools followed: each town in Massachusetts of 500 families or more was required to establish a high school. When Horace Mann entered upon his educational work, the legal provisions for grammar schools and high schools for the education of all had been enacted. The functioning results from this legislation left much to be accomplished.

On May 25, 1837, Governor Edward Everett, with the approval of the Council, appointed Horace Mann as a Member of the Board of Education, under Act of April 20, 1837.

On June 29, 1837, Horace Mann was elected Secretary of the Board of Education by the Members of the Board.

On June 30, 1837, Horace Mann resigned as Member of the Board to accept the Secretaryship.

Under the economic, social and educational conditions detailed above, Horace Mann began his work as Secretary of the State Board of Education, and for all of his services he received an annual salary of \$1,000.00, which did not include traveling expenses.

Confronted with these situations, Mann decided that his first duty was to awaken the people of Massachusetts to the inadequacy and ineffectiveness of existing educational practices. He hoped to have the public become vitally interested in education.

As a first step Mann arranged to hold conventions for School Board members and teachers in each county in the



## *Bibliography of Horace Mann*

State. By making these direct contacts with the school authorities and school teachers, Mann moved to arouse interest in education throughout the State. At these conventions he secured statistics covering such items as the number of schools, the number of pupils attending, the number of teachers, the cost of supplies, and the condition of the schoolhouses.

Mann's annual reports to the State Board of Education upon educational conditions in the State were potent messages effectively reaching and influencing the public, not only in Massachusetts, but in other states of the Union.

In these reports he set forth important facts regarding educational conditions:

1. A number of the schoolhouses were in very bad condition. (See his report on Schoolhouses.)
2. Out of 177,052 minors between the ages of four and sixteen there were 23,216 ( $\frac{1}{8}$ ) who attended school neither in the summer nor in the winter.
3. In the State more than 3,000 teachers were employed but the State itself contributed through taxes only a relatively small sum (\$74,313) in support of the schools they taught: less than \$30 per teacher.
4. The School Committeemen were not fulfilling their work adequately.
  - A. They did not visit the schools.
  - B. They were not abiding by the law of 1826 which required School Committeemen to give personal examination to the teachers.
  - C. In some instances, teachers did not obtain a certificate of their qualifications before they opened schools.
  - D. They were not selecting as texts for the children those books which contained accurate information.
5. There was a class of people in the State who were not giving any cooperation to public education.
  - A. They sent their children to private academies. The average expense for tuition of all those attending the academies was more than fourfold the average expense of those attending the public schools.
  - B. They declined to serve as committeemen.

## *Bibliography of Horace Mann*

6. Due to lack of training, the teachers were for the most part incompetent and inefficient.
7. The teachers were underpaid. Average wages:  
Males—\$15.44 a month (exclusive of board).  
Females—\$5.38 a month (exclusive of board).
8. There was a decided lack of supplies and apparatus in the schools.

Having established certain basic facts relative to educational conditions, Mann set to work to give wide publicity to those facts and to secure remedial legislation.

In November 1838, Mann published a periodical, *The Common School Journal*. Included in it were the State Education Laws, and much material from the reports to the Board of Education. Today, educational leaders consider that the publications of *The Common School Journal* contain most valuable material relative to the history of education in Massachusetts.

On March 31, 1838, Mann sent to the State Legislature a communication in which he stated that private munificence had placed at his disposal \$10,000. The conditions of this gift were that the Legislature should vote an equal sum, both amounts to be used in qualifying teachers for the common schools. The Legislature approved the proposal, voted \$10,000, and as a result the first State Normal School opened at Lexington, Massachusetts, in 1839. Shortly afterwards, another Normal School was opened in Barre, Massachusetts.

Existing State law authorized school districts to tax themselves for the purchase of apparatus and common school libraries in an amount not to exceed \$30.00 for the first year, and \$10.00 the succeeding years. Upon entering the Secretaryship, Mann found that many of the districts had not taken advantage of this provision. He urged the Legislature to give State-aid to districts establishing libraries, and in 1842, the Legislature offered \$15.00 as aid to each school district provided it would raise, by a direct tax, an equal amount.

These are but two of the legislative enactments secured by his efforts, but they are very fundamental: the State undertook to furnish trained teachers and pledged itself to participate in the support of public education.

With the establishment of county conventions, State Normal Schools, State-aided district libraries, through the publication

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of twelve Annual Reports to the Massachusetts Board of Education and the periodical, *The Common School Journal*, Horace Mann achieved great advances for public education of his time and for all time.

Passing in review specific accomplishments during Horace Mann's Secretaryship, we find one of his successors in the office of Secretary to the Board of Education, George H. Martin, cataloging an impressive list in his book on *The Evolution of the Massachusetts School System*:

1. Appropriations for public schools doubled.
2. More than \$2,000,000 spent in providing new schoolhouses.
3. Wages of men teachers increased 62%.
4. Wages of women teachers increased 51%.
5. One month added to the average length of the school year.
6. The ratio of private schools' expenditures to those of public schools diminished from 75% to 36%.
7. Fifty new high schools established. In this connection it is interesting to note that when Horace Mann began his work there were ten academies in existence, but they increased so rapidly that before 1840 one hundred and twelve acts of incorporation had passed the Legislature, authorizing academies in eighty-eight towns, though not all were opened. These academies were in every county. Essex had twelve, Middlesex fourteen, Norfolk eight, Plymouth nine, Bristol three, Worcester ten, Franklin five, Hampshire six, Hampden six, Berkshire eight, Barnstable five, Dukes two, and Nantucket one.
8. School committees' supervision made more general and constant.
9. Three normal schools established: Lexington (now Framingham), 1839; Barre (not now in existence), 1839; and Bridgewater, 1840.

In the one hundred years since Mann's election to the Secretaryship of that first Massachusetts Board of Education, public education has gone through great changes and made tremendous advances. From single-room, poorly ventilated schoolhouses, we now have well adapted and equipped buildings; where there were untrained and unskilled schoolmasters,

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we now see well-trained and efficient teachers; from the meager lessons and assignments, we have evolved and developed accurately graded courses of study; and in place of disinterested, part-time pupils, we now find hosts of attentive full-time students. Horace Mann, through steadfast educational endeavors, had a determining hand in the progress made. He consolidated and co-ordinated the educational fragments which he found when he assumed his official labors, and set us on the way toward modern, effective public education. Interest in this centenary prompts educators to encourage a study of Horace Mann and his work.

Evaluating the achievements made by Mann during his twelve years as Secretary to the Board of Education and under the conditions confronting him, he performed educational miracles. His influence upon education is marked and definite, in Massachusetts and in the United States.

In June, 1859, as President of Antioch College, his baccalaureate address closed with this quotation: "Be ashamed to die until you have won some victory for humanity."

















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